VIRGINIA STANDARDS OF LEARNING

Spring 2004 Released Test

GRADE 8 Reading/ Literature and Research

LARGE PRINT FORM

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English: Reading/Literature and Research

DIRECTIONS

Read each passage. Then read each question about the passage. Decide which is the best answer to each question.

SAMPLE

Crow

Shadow on the shiny snow.
Feathers sleek,
Darting eye searching.
Call echoing across

5 Desolate corn fields.

A ghost figure
In leafless trees,
He shifts his head,
Deciphering the breeze.

10 He shifts his eyes
To look my way.
I sympathize.
He flies away.



A The <u>figure</u> in line 6 refers to

- A the crow
- B the poet
- C a shadow
- D a tree

B The imagery in this poem creates a mood of

- F playfulness
- **G** loneliness
- H danger
- J dreaminess

Directions: Read the passage and answer the questions that follow.

Tony Beaver . . . Axe-Swinger of Old Virginny Retold by Tony Simon

1 CR-AA-ACK!

- 2 With one mighty stroke of his axe, Tony Beaver could lay low any tree in the forest. CR-AA-ACK! One blow and a giant tree would snap in two like a matchstick.
- If Tony Beaver happened to be in a hurry, down would come two trees at a time. He'd chop the first tree behind him with his BACK swing. He'd chop the second tree with his forward SWING. That's the kind of lumberman big Tony Beaver was.
- Tony set up a lumber camp in West Virginia. His men chopped down trees faster than you can say "TIM-M-MBER!"
- 5 Come to think of it, Tony's men never had a chance to shout "TIM-M-MBER!" A tree would crash to the ground



before a lumberjack could drop his jaw to yell the warning. That's why Tony's men wore rubber helmets to protect their heads. That was a sight to see. Falling trees bouncing off the helmets of Tony Beaver's lumberjacks!

- Oxen were used to drag the timber to nearby rivers.

 Naturally, Tony Beaver couldn't use just any old oxen.

 His were "TREE-mendous" (as Tony used to say). Big?

 Why do you know how long it took a bird to fly across from one horn to the other horn on those oxen? Three hours! Yes, sir, Tony's oxen could pull anything right into the middle of next month.
- So, every middle of the next month, Tony's lumberjacks were busy, dumping their loads of timber into the rivers, and floating the logs downstream to the sawmills.
- The Tony Beaver lumber camp was near the Eel River.

 Don't bother looking for it on a map of West Virginia. The

 Eel isn't a river anymore. Here's what happened to it:
- One day, after weeks of rain, the Eel began to rise rapidly above its banks. The town near Tony's camp was in danger of being flooded.



- The townspeople were alarmed. They rushed to Tony Beaver.
- "Help us dam the river," they said. "If we don't work fast ALL of West Virginia will be under water."
- "Oh, no, it won't," Tony said calmly. "We'll tame the Eel once and for all right now!"
- 13 Tony told the people to shell every West Virginia peanut they could find. He ordered his men to bring him every barrel of molasses in the state. Soon the peanuts and molasses began to arrive.
- 14 Tony straddled the rising Eel one foot on the right bank, one foot on the left bank. He pulled up a giant hickory tree and began to stir the fast-flowing water.
- "Throw the peanuts into the river," he shouted to the people. Then he turned to his men. "Pour in the molasses every last drop."
- Soon the Eel River was filled with peanuts and molasses.

 The sun came out, baking hot. The molasses, warmed by

the sun, stuck to the peanuts. The river became thicker and stickier. Then Tony blew a cloud right across the sun.

- 17 The river of molasses and peanuts quickly cooled. In a few minutes the molasses hardened. The Eel River stopped flowing. It was as solid as rock!
- 18 Everyone cheered Tony Beaver.
- 19 But Tony only smiled. He had still another surprise up his sleeve.
- "Thank you. Now we'll all celebrate and have a party.

 Break off a chunk of the river and eat it."
- That's what the townspeople did. Then they cheered again. The river was delicious. It tasted just like candy! And that's exactly what it was. Tony had invented PEANUT BRITTLE!

"Tony Beaver . . . Axe-Swinger of Old Virginny" from FAR OUT TALES retold by Tony Simon. © 1958 by Scholastic Magazines, Inc. Reprinted by permission of Scholastic Inc.



- 1 It is clear that this selection is a tall tale because
 - A tall tales were very popular in West Virginia
 - B the details become less and less believable
 - C many legends of giant lumberjacks have been told
 - D the story is set in the nineteenth century

- 2 What can the reader conclude about Tony Beaver's accomplishments in this story?
 - F They were not important
 - **G** They inspired others
 - H They never really happened
 - J They were well known

- 3 In paragraph 2, what does the author mean by the phrase "snap in two like a matchstick"?
 - A Break easily
 - **B** Shed light
 - C Fall apart
 - D Crash down

- 4 What does the author mean when he writes that the oxen could pull anything "right into the middle of next month"?
 - F The oxen could carry the load anywhere.
 - G Time was not important to the oxen.
 - H The lumberjacks were dependent upon the oxen.
 - J It usually took the oxen one month to complete the work.

- 5 What does Tony do to solve the problem?
 - A Uses bigger oxen to haul logs
 - B Turns the river into candy
 - C Works with a double-bladed axe
 - D Stirs the river with a tree

- 6 Which phrase from the story offers an image of Tony's abilities?
 - F The Eel began to rise rapidly above its banks.
 - G That's the kind of lumberman big Tony Beaver was.
 - H Then Tony blew a cloud right across the sun.
 - J Oxen were used to drag the timber to nearby rivers.



7 The author PROBABLY meant for this story to be

- A humorous
- **B** educational
- **C** historical
- D dangerous

8 The author uses exaggeration to make the story more

- F frightening
- G believable
- H action-packed
- J entertaining



- 9 In which literary category does this story belong?
 - **A** Nonfiction
 - **B** Biography
 - **C** History
 - **D** Fiction



Directions: Read the letter and answer the questions that follow.

Mr. Banvard's Panorama

October 17, 1847

Dear Owen,

- 1 Last night, Father took me to see Mr. Banvard's panorama. What an amazing experience it was!
- 2 When we arrived at Amory Hall, a noisy crowd was already assembled. For months, the Boston newspapers have been full of descriptions of the panorama. All of Boston is buzzing over the spectacle. The railroad has even scheduled special express trains from outlying villages. Like everyone else, we were curious to see what the Boston Herald is calling a "revolutionary form of entertainment."
- When we arrived, the piano inside the hall played softly in the shadows as people settled quickly into rows of chairs facing the stage. In front of us sat a huge wooden

structure, like a giant picture frame at least twelve feet square, covered with a red velvet drape.

- When the house lights dimmed and the stage lights flared, a stocky, bearded man in a dark suit stepped onto the stage. "I am John Banvard," he said in a clear, melodious voice. "I have floated hundreds of miles down the Missouri River and down 'The Father of Waters,' the mighty Mississippi. On my journey I have seen many wonderful things and experienced many wonders. I made thousands of sketches during my adventure. When I returned, I labored for over a year to make a record of my odyssey in paint. Tonight you will see what I have created a picture three miles long. Ladies and gentlemen, the world's largest painting!"
- Mr. Banvard stepped aside with a sweeping motion of his hand. Two assistants appeared and slipped the velvet cover from the wooden frame, revealing a beautiful painting that was bigger than any I have ever seen.

 Owen, I wish you could have seen it. It was a wild river scene. Rapids foamed over gray rocks, sparkling wet in the morning sunshine. My dazzled eyes could hardly take it all in. In the flicker of the gas lamps, the painting

seemed to dance and glitter. We were all <u>entranced</u>. Murmurs filled the theater.

- Then, the painting began to move! Slowly, the giant canvas slid silently and smoothly sideways inside the wooden frame. Yet another river scene, even more breathtaking than the one before, came into view. I felt as if we were actually on the deck of a steamboat drifting along the river.
- "Come along with me, my friends, on a voyage down the Missouri and the Mississippi." Mr. Banvard's warm and wonderful presence seemed all around us in the darkness.
- Father says that the canvas is rolled on two huge cylinders, or drums, like a great scroll. Assistants backstage turn cranks that pull the canvas slowly and smoothly through the wooden frame. An ingenious system of ropes and pulleys keeps the immense painting on track. None of the extraordinary mechanism was visible. Indeed I became so lost in the experience, I forgot that I was even in a theater, looking at a picture. Actually, it was a succession of more than forty paintings that were skillfully and seamlessly woven together.

- For the next two hours, we traveled with our jovial guide, past some of the most beautiful scenery in the world. Or, rather, the canvas moved before us, giving us the sensation of movement. The whole time, Mr. Banvard's witty, intelligent narration propelled us pleasantly along. He pointed out towns and sights of interest, gave fascinating facts about everything, and reeled off a seemingly never-ending supply of thrilling and amusing stories.
- At one point, for example, the scene darkened. The musical accompaniment grew shrill and harsh. "This is Plumb Point by moonlight," Mr. Banvard said in a low dramatic tone. Then he began to tell us how he had tied up for the night and had been attacked by bandits. Only a desperate cutting of the lines saved him and his boat. During the tale, a little girl next to me actually gripped my arm anxiously. "It's only a story, remember," I whispered. In a moment the dark scene was gone, replaced by a stunning, rosy sunrise over a bend in the river. A doe and her fawn drank knee-deep in golden water. The child released my arm, giggling with embarrassment.

- 11 All too soon, we reached New Orleans—your hometown—and the end of our journey. "The Crescent City" glowed like a jewel in the southern sunshine. I felt as if I had come there to visit you. Then the house lights brightened again, and the show was over.
- 12 For a moment, everyone sat in silence, staring at the now-dim, static painting. Suddenly, the <u>spell</u> broke, and as if it were one person, the crowd leaped to its feet.

 Applause thundered in the theater. Mr. Banvard appeared again on stage, bowing and smiling, while the crowd cheered on and on for nearly half an hour.
- Father says the word PANORAMA means "to see everything." I'm not sure that truly describes

 Mr. Banvard's panorama, but it certainly comes close. If he brings his show to New Orleans, you and Aunt Sophie absolutely must see it. It's well worth the admission price of fifty cents, so start saving your pennies for your journey down the Missouri and Mississippi.

Your fond cousin, Julianna Preston

- 10 In paragraph 5 on page 40, the word entranced means
 - F proud
 - G bored
 - H frightened
 - J fascinated

- 11 When Mr. Banvard says, "Come along with me, my friends, on a voyage down the Missouri and the Mississippi," what kind of language is he using?
 - **A** Formal
 - **B** Technical
 - **C** Literal
 - **D** Figurative

- 12 In paragraph 10 on page 41, Julianna says, "During the tale, a little girl next to me actually gripped my arm anxiously." The purpose of this detail is to
 - F show how realistic Mr. Banvard's panorama was
 - G create sympathy for the little girl
 - H illustrate the theme of Mr. Banvard's story
 - J set the tone for the conclusion of her letter

- 13 To find out more about Mr. Banvard's panorama, which source would be MOST helpful?
 - A Sightseeing: A Space Panorama
 - **B** American Landscape Artists of the 1800s
 - C Sights and Sounds of the Present-Day Missouri River
 - **D** Entertainment in the American Colonies



14 The main idea of Julianna's letter is to express that

- F her cousin, Owen, should save his money
- G Mr. Banvard's panorama depicts a once-in-a-lifetime experience
- H her father is very knowledgeable about New Orleans
- J Boston is a cultural and entertainment center

15 Julianna's father is in the story to provide

- A a less serious tone
- B an opposing point of view
- C detailed technical information
- D the clever commentary



- 16 The author relates Julianna's sense of awe toward what she sees through
 - F dialogue
 - **G** description
 - H character
 - J setting



This is a thesaurus entry for the word <u>spell</u>. Use it to answer questions 17 and 18.

spell v. 1. to name in order the letters of a word.

- 2. signify, mean. n. 3. a short, indefinite period of time.
- 4. period of illness, attack. 5. a charm or fascination.
- 17 According to the thesaurus entry, which synonym could BEST be used in place of spell in paragraph 12?
 - A attack
 - B time
 - C fascination
 - **D** signify

18 Use the thesaurus entry on the previous page to answer the question.

Read this sentence.

When the bandits approached Mr. Banvard's boat, it almost certainly spelled disaster.

The word <u>spelled</u> in this sentence means the same as the words in which part of the thesaurus entry?

- F 1
- G 2
- H 4
- J 5

Directions: Read the passage and answer the questions that follow.

The Garden

- Luisa was pleased when her mother, Carolina, married Samuel Flores. He had a good sense of humor, and he always took the time to listen if someone wanted to talk. All in all, it was good to have him in the family.
- There was, however, one problem. Samuel had a daughter, Isabel, and Isabel was perfect. She was much older than Luisa, had already graduated from college, was married to a restaurant manager named Alfonse, and had a good job at the telephone company. She and Alfonse had just bought a perfect little yellow house across town from the apartment building where Luisa lived.
- Samuel was proud of his daughter and had a tendency to express his admiration too often. When Luisa earned a B on an essay she had written, he said, "Isabel was always

such a good writer; she got A's on everything." When Luisa played a familiar melody on her flute, he said, "Isabel played that so well on the piano when she was your age." Sometimes Luisa felt almost invisible, barely noticeable in the shadow of the great Isabel.

- 4 One day, Luisa told Samuel and her mother that she had decided to join the soccer league. "Soccer! That's great!" said Samuel. "Isabel—"
- 5 Luisa couldn't take it anymore! She ran to her room, shut the door, and started picking wilted leaves off her plants.
- 6 Samuel soon knocked on her door.
- 7 "Come in," she said.
- 8 "What's wrong?" he asked.
- "I'm sorry for acting that way," said Luisa, "but you're always comparing me to Isabel, and it really bothers me."
- 10 Samuel wrinkled his eyebrows, thinking, then laughed in

a kindly way. "You're right!" he said. "I should apologize. I don't blame you for getting mad at me. I promise to try not to do that anymore. Okay?"

- 11 "Okay," said Luisa.
- Samuel, true to his word, hardly ever mentioned Isabel when his attention was supposed to be on an accomplishment of Luisa's. When he did, he caught himself and quickly stopped.
- Luisa felt better at first, but her relief was only temporary. She was horrified to find herself making the same kinds of comparisons in her own mind! No matter what she did, she assumed that Isabel could do it better.
- One Saturday, a family gathering was held at Isabel's house. The delicious food was catered by the Italian restaurant where Alfonse worked, so the kitchen wasn't even messy. In fact, there wasn't a messy spot in the house, which was, of course, simply but beautifully decorated.

- "Can we see the garden?" asked Luisa, who loved gardens and wished she had one. Isabel blushed, a rare sight indeed. "Well," she said, "the garden was nice when we bought the place, but it looks terrible now. We just don't seem to have green thumbs."
- 16 Luisa smiled. "Can I help you? I love plants!"
- "You should see Luisa's room," said Samuel. "She has a real gift for growing things."
- Luisa began spending more time at Isabel's, working in the garden as often as she could. Because she was doing what she loved most, gardening didn't seem like work to her.

19 As the garden became more and more lovely, the friendship between Luisa and Isabel grew. Soon they were as close as real sisters. Luisa was truly happy in her new family.

- 19 Which form of literature is this selection?
 - A Science fiction story
 - **B** Biography
 - C Poem
 - **D** Short story

- 20 Which point of view does the author use in this selection?
 - F First person, Carolina
 - G First person, Isabel
 - H Third person, Samuel
 - J Third person, outside observer

- 21 What is the initiating event in this selection?
 - A The introduction of Luisa and Isabel
 - B The marriage of Isabel and Alfonse
 - C The argument between Luisa and Samuel
 - D The marriage of Carolina and Samuel



- 22 Why is it important to the plot of the selection that Luisa lives in an apartment building?
 - F She does not have a garden of her own.
 - G It is very far away from Isabel's house.
 - H She is unable to grow plants in her room.
 - J Her family must live in a very small space.

- 23 What does the author mean by the sentence in paragraph 15, "We just don't seem to have green thumbs."?
 - A We prefer to use dried flower arrangements.
 - B We don't have a very large garden.
 - C We have worked very hard to grow vegetables.
 - D We are not very good at growing things.



24 What is Luisa's internal conflict?

- F She can never live up to Isabel's reputation.
- G She has wished for a sister for many years.
- H She is sad because she does not have a garden.
- J She must work hard to control her temper.

- The author's repeated use of the word "perfect" to describe Isabel helps to communicate Luisa's feeling of
 - A resentment
 - **B** admiration
 - C appreciation
 - **D** sadness



26 The dialogue in this selection helps to

- F move the story from scene to scene
- G explain why Carolina does not speak
- H make the characters seem more real
- J describe the setting of the story

- 27 How did Luisa change over the course of the selection?
 - A She became more confident in her own strengths and abilities.
 - B She realized that she would never become friends with Isabel.
 - C She decided to participate in more sports activities.
 - D She helped convince her mother to marry Samuel.



The Most Important Day Helen Keller

- 1 The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.
- 2 On the afternoon of that eventful day I stood on the porch dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and

Southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks, and a deep languor had succeeded this passionate struggle.

- as if a tangible, white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding line and had no way of knowing how near the harbor was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.
- I felt approaching footsteps. I stretched out my hand, as I supposed, to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me and, more than all things else, to love me.

- The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it. . . . When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for DOLL. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them PIN, HAT, CUP and a few verbs like SIT, STAND, and WALK. But my teacher had been with me several weeks before I understood that everything has a name.
- One day while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-I-I," and tried to make me understand that "d-o-I-I" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan

5

had tried to impress it upon me that "m-u-g" is MUG and that "w-a-t-e-r" is WATER, but I persisted in confounding the two. In despair, she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts, and seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived, there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water, and my teacher placed my hand under the spout. As the cool stream gushed over one hand, she spelled into the other the word WATER, first slowly, then rapidly. I stood still, my

whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten — a thrill of returning thought — and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant that wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left the well house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house, every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door, I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears, for I realized what I had done, and for the first time I felt repentance and sorrow.

[Public Domain]

- 28 Which question is answered in paragraph 5?
 - F How old was Helen when Anne came to teach her?
 - G What toy did Anne bring Helen?
 - H What does Helen learn at the well house?
 - J Which two words did Helen confuse?

- 29 In the last sentence of the second paragraph, the word languor means lack of
 - A good feeling
 - B food
 - C leisure time
 - D money

- 30 Which of these is an OPINION expressed in the essay?
 - F Anne's arrival was the most important day in Helen's life.
 - G The doll Anne brought Helen had been made by blind children.
 - H At first, Helen did not understand the words she spelled.
 - J "Water" was the first word Helen really understood.

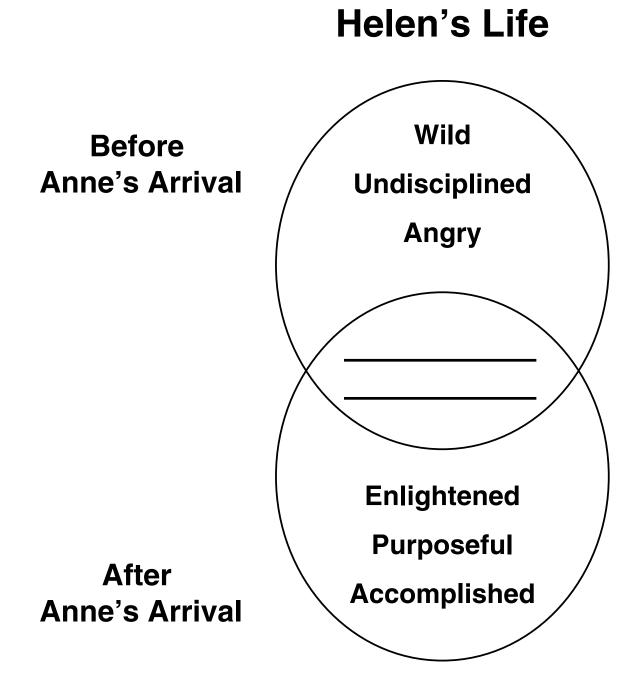
- You could probably find more information about the people and events in this essay by looking in an encyclopedia under all of these headings EXCEPT
 - A K for Keller, Helen
 - **B** S for Sullivan, Anne Mansfield
 - **C** P for Perkins Institution
 - **D** D for Dolls

32 Which phrase from the essay gives the most vivid insight into how Helen felt before Anne arrived?

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F "... the wordless cry of my soul ..."G "... childish pleasure and pride."H "Neither sorrow nor regret ..."J "... a thrill of returning thought ..."
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33 Look at this Venn diagram of information from the essay.



Which words belong in the blanks?

- A Ignorant, Self-Centered
- **B** Clever, Famous
- C Sorrowful, Repentant
- D Intelligent, Strong-Willed



34 Which point of view does the author use?

- F First person
- G Third person
- **H** Omniscient
- J None of these



The New Schoolmaster

- The summer afternoon was warm and sticky. Jonathan Cranwell sat on a hard bench behind the long narrow desk and watched the flies flit lazily in the sun. The droning voices of the younger boys chanting letters and the older boys reciting Latin verbs made him sleepy.

 Jonathan had to force his eyes to stay open. He sighed. He didn't see the use of most of his studies. He had already memorized all his lessons and read most of the books in his father's study. He wanted to take on the new world of 1755. He wanted to learn something new!
- 2 He looked up at the schoolmaster's high desk in the front of the room. The new teacher was from Harvard College. Jonathan's father had been impressed with him, but so far to Jonathan he seemed just like all the other schoolmasters. The boys had already had several other teachers, men who taught them their lessons day after day, but none of them seemed to inspire Jonathan. So far, there was nothing to show that this one was special, though he'd only been there two days.

- The schoolmaster was coming around his desk. "It's too hot to sit and memorize lessons," he said, looking straight at Jonathan. "It's a good time to begin our nature studies. We'll move outdoors for the next part of our lesson." He led the group of boys into the schoolyard. "You younger lads, dig for grubs and beetles. Count their feet. See if you can describe their shells."
- Jonathan watched the teacher surrounded by laughing young students. No one had ever used the schoolyard itself for a classroom. "What next?" he thought. Soon he didn't have time to think about the younger boys, for he was chasing butterflies and dragonflies himself. When the class finally went inside, the older boys were ready to follow the instructions to study the insects they had captured.
- Jonathan and his friends liked this new way of learning.

 They began to see that their education didn't stop when they went home after the school day.
- "It will be a clear night tonight. Go outside and look at the sky," said the schoolmaster. "Look at the stars and

notice their brightness and the patterns they make.
These patterns have names from Greek mythology,
names like Orion, Aries, and others. Tomorrow we will
learn about the ancient stories connected with these
names."

- "How is the new schoolmaster?" asked Jonathan's father that evening, when Jonathan announced he was going out to look at the sky.
- "He's different from any schoolmaster we've had,"

 Jonathan admitted. "He seems interested in everything around him, and he wants us to be curious too. He even used the schoolyard as a classroom!"
- "So Mr. John Adams and his new ways make school useful to you after all," teased Jonathan's father.
- "I believe he has," said Jonathan. "I know I won't forget the lessons he has taught us!"
- 11 EPILOGUE: Some years later, John Adams went on to become a lawyer, a member of the Continental Congress,

an ambassador to France, and the first United States

Ambassador to England. He was the first Vice President
and the second President of the United States.

- 35 What does the word <u>droning</u> mean in paragraph 1 of this story?
 - A Distinct sounds
 - **B** Monotonous murmuring
 - C Enthusiastic responses
 - **D** Loud noises

- 36 What is the main idea of this story?
 - F Science is all around us.
 - G School provides us with the best education.
 - H Homework is an important part of education.
 - J There is more than one way to learn.



- 37 Which statement shows that the new schoolmaster understood children?
 - A "Go outside and look at the sky, . . . "
 - B "See if you can describe their shells."
 - C "Tomorrow we will learn about the ancient stories . . ."
 - D "It's too hot to sit and memorize lessons, ..."

- When Jonathan's father said, "So Mr. John Adams and his new ways make school useful to you after all," the reader can conclude that
 - F Mr. Cranwell had met him
 - G Jonathan had previously complained about school
 - H Mr. Cranwell had gone to Harvard College
 - J Jonathan had shown his father his homework

- 39 The students' laughter in paragraph 4 suggests that they were
 - A silly
 - **B** nervous
 - C delighted
 - **D** rude

- 40 Which new method of learning does the schoolmaster introduce?
 - F Reciting
 - **G** Chanting
 - **H** Memorizing
 - J Observing

- 41 To quickly find more information about the new schoolmaster in the library catalog, you might look under which heading?
 - A Harvard College
 - B Cranwell, Jonathan
 - C U.S. Presidents
 - D Adams, John



42 Here is an outline to help you organize information on John Adams.

John Adams

- I. Birth
 - A. Oct. 30, 1735
 - B. Braintree, MA
- **II.** Ancestors
 - A. John and Susanna (parents)
 - **B.** Henry Adams (great-grandfather)
- III. Education
 - A. Studied law
 - B. Graduated from Harvard College, 1755
- IV. ____
 - A. Teacher
 - **B.** President

Which title should go in position IV?

- **F** Honors
- G Jobs
- **H** Hobbies
- J Skills

Test Sequence Number	Correct Answer
1	В
2	Н
3	A
4	F
5	В
6	Н
7	A
8	J
9	D
10	J
11	D
12	F
13	В
14	G
15	C
16	G
17	C
18	G
19	D
20	J
21	D
22	F
23	D
24	F
25	A
26	Н
27	A
28	G
29	A
30	F
31	D
32	F
33	D
34	F
35	В
36	J
37	D
38	G
39	C
40	J
41	D
42	G